

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

PERSONAL COUNSELING SLOs

Each student will receive professional counseling in the identification of educational goals, choice of courses, assistance with academic and/or personal difficulties, leading to their retention and academic success.

GLOBAL COUNSELING SLOs

The counseling process will enhance students' knowledge of campus policies, procedures, and resources and enable students to function more autonomously in academic institutions and in life.

EDUCATIONAL/ACADEMIC COUNSELING SLOs

New students will identify college resources, procedures, and policies that support their academic success.

The student will be able to make critical decisions about their academic decisions based on accurate and timely information provided by the Counseling department.

CAREER COUNSELING SLOs

The student will be able to use the on-line Eureka system to conduct labor market research. Explore relevant college majors, and compare and contrast academic programs and universities.

The student will assess and organize personal information about their values, interests, skills, and work styles which will enable them to select a college major or career to investigate independently.

These are the intended specific outcomes of our program level SLOs in Counseling:

Students will be able to:

1. read and use the Course Schedule and catalog.
2. understand campus policies and procedures relating to academic progress (e.g., drop deadlines, Petition for Course Line Out, and Academic Renewal).
3. contact their faculty, and set up an appointment to address academic performance/expectations in the course.
4. navigate on-line courses.
5. examine time management skills and address issues surrounding over-commitment (e.g., 112 hours committed of 168 hours in a week).
6. calculate their GPA and/or use an on-line GPA calculator.
7. interpret their transcript.
8. analyze and apply the contents of the catalog to their situation.
9. use Eureka Career/Academic Information System to research majors, universities, and compare and contrast options.
10. use Assist.org to prepare for UC and CSU major preparation, general education, and more.
11. understand how to transfer to a four year university, to complete AA/AS degree, and to earn a Career Certificate.
12. clarify goals (education, personal and career) and write it out in the process.
13. develop study skills by utilizing resources (such as Coun 125, EOPS workshops, and workbook, etc.).
14. utilize on-line Orientation to College.
15. utilize Probation Workshop/Workbook (to be developed in future).

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

COM MISSION STATEMENT:

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent

educational opportunities for all members of our diverse community by offering:

- * preparation for transfer to four-year schools and universities;
- * workforce education;
- * basic skills improvement;
- * intellectual and physical development and lifelong learning; and
- * cultural enrichment.

The College of Marin is committed to responding to the needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

GOALS FOR THE COLLEGE OF MARIN:

1. Enhance and maintain educational excellence in General Education and Transfer offerings by providing high quality instruction, excellent teaching faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions.
2. Develop and maintain a supportive learning environment where individuals will be most likely to fulfill their personal and professional goals and expectations.
3. Respond to changing demographics and community needs by incorporating flexibility into scheduling, facilities usage, curriculum development, and faculty assignment (load determination):
 - A. Improve scheduling: diversity and redundancy of offerings;
 - B. Promotion and marketing.
4. Encourage broader community involvement in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees.
5. Identify and address workforce development needs including:
 - A. Vocational technology programs that have ancillary enrollment;
 - B. Partnerships with 4-year colleges and industries; and
 - C. Specific training needed by government agencies, industry and business.
6. As a "Learning organization," investigate our institutional and instructional performance by continually gathering and analyzing both qualitative and quantitative data as appropriate. As part of program review, use evidence of effectiveness, in an ongoing and systematic cycle of goal-clarifications, performance evaluation, and implementation of improved methods, to more fully accomplish our organizational mission.
7. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.
8. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College's Mission, Goals and Initiatives.

COUNSELING PROGRAM LEVEL SLOs with the College Goals:

The Counseling department program level SLOs are aligned with the college's goals in the following eight areas:

- 1) Transfer-centered counseling to improve student success in (a) being admitted to four-year institutions, (b) becoming better prepared at the four-year institution, and (c) becoming more empowered in making academic choices.
- 2) Career Technical counseling to support workforce development in the Marin area as well as California by ensuring students have accurate and comprehensive data on job trends, new areas of employment, and compensation.
- 3) Student Development services to promote personal decision making based upon informed choices, personal self-reflection, and a sound understanding of their skills.
- 4) Critical Thinking skills necessary for all aspects of academic success and future life goals.
- 5) Career Exploration and Development counseling and services to assist students in identifying future goals and assist them in making their current educational endeavors align with their long-term choices.
- 6) The Counseling faculty is committed to "greening" the curriculum to ensure that students understand their civic responsibility in regard to global warming. An example of this is that the COUN 130 Career Life Skills and Planning course includes how to calculate your carbon footprint as well as what "green" careers are.
- 7) New students will be welcomed to a friendly and supportive environment by means of counseling directed orientation processes, individual counseling, and follow-up services.
- 8) Basic skills and ESL counseling designed to improve access for historically underrepresented groups and support students in developing the skills necessary for collegiate level success.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

The Counseling department is unique in the college in that it provides both a Counseling-based curricula and a wide variety of counseling services that address the general population and targeted groups. In this section we will address the measurements of success of the Counseling department set apart from the counseling courses (which have been addressed under the Curriculum section). (Please note that the department's current capability for measuring success is limited to counseling interviews, focus groups, student surveys, and professional judgement.)

Probationary and dismissed student who received counseling services returned to college and achieved higher degrees of success than those who did not receive counseling services.

Students who participate in Matriculation follow-up services choose appropriate classes based on their placement levels in English or ESL and Math, select courses based on their interests that also help them to achieve their goals, and complete a greater number of units with a higher GPA.

ESL students will have greater access to college services as a result of participating in a counseling orientation. They also will have a greater understanding of the sequence of ESL classes and the culture of the college.

Basic skills students will become better prepared to navigate course selection, skill development, and identify college services such as tutoring, financial aid, and childcare. As a result of their participation in these services their retention has improved and their success rate has increased slightly.

Students who received transfer services after 24 units and who participate in a Transfer Agreement Guarantee will have extremely high success rate in transferring to UC of choice (except UCB and UCLA that do not offer TAGs.). Numbers of transfer students continue to increase to UC Berkeley, UC Davis, Sonoma State University, and San Francisco State University in spite of the fact that the size of our institution (number of students) continues to decrease.

Students participating in career technical education graduate in a more timely manner and enter the workforce better prepared.

The Counseling Department plans to offer Career Life Skills curriculum that will specifically meet the needs for the population of over 50 year old students as they move into post retirement and new work options (pending staffing).

The Counseling department has determined that its career development efforts need a substantial review with an emphasis on redesigning our services to meet the changing demographics of our college. There needs to be improved collaboration among Job Placement, Career Center, work experience, and internship programs within the college as well as connections to the county workforce. This will take place over the next three years.

We are already initiating activities by rewriting our current curricula to include updated SLOs to meet the needs of our students. Here is an example of updated SLOs for our 3-unit COUN 130 Career Life Skills Planning course:

Counseling 130 Career Life Skills Planning SLOs:

Students will be able to:

1. Convert classroom instruction to being able to identify specifically their own abilities, skills and interests in relation to choosing a career path, identifying job titles, and linking it to selection of relevant College Majors. (Self-awareness)
2. Develop and demonstrate intra/interpersonal skills, attitudes, and competencies that are necessary for successful implementation of career planning, adjusting to risk factors involved in selecting college majors, educational planning and entering the workforce. (Self-Awareness and Interpersonal Skills)
3. Demonstrate critical thinking in the analysis of labor market data, person job fit, researching career pathways, analyze personal and external barriers in pursuing academic and career objectives, weigh evidence of occupational options, derive conclusions from the research of academic options and related career pathways. (Critical Thinking)
4. Communicate effectively one's own set of values, belief systems and how that relates to the similarities and contrasts among workplace multi-culture environment, academic multi-culture environment. Demonstrate this through writing and/or speaking or other modes of communication (i.e. ASL) (Self-Awareness, Communication, Global Awareness/Cultural Sensitivity)
5. Demonstrate effective communication and technological awareness through the use of technologies (internet, email and telephone) in ways appropriate to the course and the individual's needs relevant to the career field of interest. (Technological Awareness)
6. Demonstrate accountability for their personal actions in the academic environment and the workplace as a result of the choices/decisions made with the resulting consequences. (Personal Actions and Civic Responsibility)

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

Measuring student success of the counseling program is a complex and often controversial matter. The reason is students utilize services to launch their own informed decision making, course selection, and transfer decisions. The counseling faculty is available to help the students modify, improve, or challenge the set of choices that the student presents. This being said we will identify the following areas of student success and achievement in full view of the fact that the department lacks sufficient, meaningful tools to quantitatively measure success. This will be a major goal in our next program review cycle.

1. ESL students will be better prepared for college and will be retained and succeed. ESL students are now achieving higher rates of career certificate completion and Associate degree completion.
2. The Counseling department can take significant credit for the continued success rate in transferring students and their subsequent success in the four-year institution.
3. With the counseling department's increased emphasis in serving the basic skills population, their achievements have been modest but noteworthy. We look forward to the new Basic Skills Initiative to provide focus to this at-risk population so that the Counseling department can better serve them.
4. The DSPS counseling faculty has made measurable success in serving the psychologically disabled student population by integrating their efforts with county-wide agencies that support the mentally ill.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

In other areas of this review we have addressed needs such as curricular innovation, resource allocation, upgrading of facilities and technology, and staffing.

Areas that we would like to improve in the future include the following:

1) We need additional staff development and training, including in-service of topics such as Eureka software, as well as funding to attend high quality, research-based relevant conferences on topics covering all the counseling areas we address (e.g., career, personal, transfer, mental health, crisis intervention, multicultural, international, and other types of counseling).

2) We need appropriate funding to conduct a pilot study addressing the issues and needs of students on probation and dismissal, including developing a probation workshop (in-person, on-line, and by video or DVD) and probation handbook. Similarly, we plan to provide additional individual counseling of three appointments per student to address various areas of student knowledge, personal growth, and student's choices. At the end of the pilot study we will need assistance in data collection and analysis to learn about what works, what doesn't, and where we need to make changes. In the process, all counselors and students will benefit for we will add new and better interventions to help students succeed.

3) We would like to create an alumni database to develop mentors that assist current students to gain information and develop an understanding of different majors and careers, university transfer choices, and the future workforce. These connections could later enhance students' networking abilities as well as gain valuable connections to better understanding their future goals.

4) To ensure program effectiveness we must develop a continuous cycle of monitoring and evaluating our counseling courses and program through collection and compilation of data in collaboration with the COM Research Department. To do this we must: (1) create a protocol for requesting data, (2) collect data that shows the impact on students who take counseling courses and see counselors by working with institutional research, and (3) develop and implement tracking devices to measure student learning outcomes.

Since mid-fall 2005 we began using SARS Grid to capture student drop-ins, appointments, classroom presentation, and group presentations. As time continues more and more counseling faculty will more fully utilize the many options of SARS to accurately report student data, so we can better analyze correct data from the past and present and plan for the future. Similarly, as our Counseling Curriculum Committee Task Force continues to meet, we may add additional courses to better serve our changing population at COM.

5) We may also consider adding an annual retreat for counselors to review current practices, provide in-service training, and make plans for the future.

6) We need to provide presentations to faculty regarding counseling services. We may start with the chairs' meeting across disciplines. We also need to improve liaisons with counseling faculty and academic disciplines across the college. Once a semester, we may also invite English and Math faculty to one of our monthly meetings.

60 We need to stay abreast of current and changing technologies to improve effectiveness of instruction, services, and counseling practices. As the college implements Banner this spring 2008, we will need specific trainings on Banner as well.